

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

Edward J. Patten School

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PERTH AMBOY BOARD OF EDUCATION	School: Edward J. Patten Elementary School
Chief School Administrator: DR. DAVID ROMAN	Address: 500 Charles St.
Chief School Administrator's E-mail: droman@paps.net	Grade Levels: Kindergarten – Fourth Grade
Title I Contact: Pamela Spindel	Principal: Dr. Dulce Rodriguez
Title I Contact E-mail: pamespindel@paps.net	Principal's E-mail: dulcrodriguez@paps.net
Title I Contact Phone Number: 732-376-6200	Principal's Phone Number: 732-376-6050

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Dulce Rodriguez
Principal's Name (Print)

Dulce Rodriguez

Principal's Signature

6/1/15
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 14 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 10,534,124, which comprised 98.20 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 11,050,738, which will comprise 98.31 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
First in Math	#1, #3	Math Improvement	100-610	\$4,000
NJIT	#1,#3	Math Improvement	100-300	\$5,000
Parent-Child Luncheon	#4	Literacy and Math Improvement	200-800	\$2,000
DRA2 Reading Assessments PD	#1, #2	Literacy Improvement	200-300	\$12,000
Motivational Speaker to Students	#2 & #3	Literacy and Math Improvements	100-300	\$2,000
MyOn (yearlong program)	#1, #3	Literacy Improvement	100-610	\$6,950
MyOn (Summer program)	#1, #3	Literacy Improvement	100-300	\$4,200
I Ready Reading and Math	#1, #2 & #3	Literacy Improvement	100-300	\$ 8,850
Math/Language Arts Summer Program	#1, #2 & #3	Literacy and Math Improvement	200-300	\$28,000
Parental Literacy Programs	#2 & #3	Literacy and Math Improvement	200-800	\$ 6,000
Before and After School Programs	#1, #2 & #3	Literacy and Math Improvement	200-300	\$16,000

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Saturday Basic Skills Program	#1, #2 & #3	Literacy and Math Improvement	200-300	\$15,000
Kean STEM Program	#1 and #3	Math Improvement and Extended School Year	100-500 200-500	\$5,000
G&T Consultant	#1, #2 and #3	Literacy and Math Improvement	200-300	\$3,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Dulce Rodriguez.	School Staff: Administrator Principal	√	√		
Mrs. Althea Rogers-Baker	School Staff: Administrator Vice Principal	√	√		
Ms. Lauren Marracco	Instructional Leader	√	√		
Mrs. Sol Casiano-Torres	Bilingual Classroom Teacher	√	√		
Antoinette Barbato	Reading Specialist	√	√		
Mrs. Patricia Ferruggiaro	Classroom Teacher	√	√		
Mrs. Mary Summerer	Special Education	√	√		
Mrs. Magda Perillo	Social Worker	√	√		
Mrs. Cynthia Rossi-Soares	Counselor	√	√		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Mr. Edgar Cruz	Security/Parent	√	√		
Shakiyah Hansen	Parent	√	√		
Pamela Spindel	Director of Special Funded Programs	√	√	√	
Jasmin Minaya	Fiscal Specialist	√	√	√	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
July 9, 2014	Edward J. Patten Elementary School SLC	Comprehensive Needs Assessment	X		X	
September 26, 2014	Edward J. Patten Elementary School SLC	Teachscape Learn SCIP SGO's Infinite Campus	X		X	
October 8, 2014	Edward J. Patten Elementary School SLC	Curriculum & Assessment Committee Reports	X		X	
November 11, 2014	Edward J. Patten Elementary School SLC	Infinite Campus Benchmarks Teachscape	X		X	
December 19, 2014	Edward J. Patten Elementary School SLC	Performance Matters Benchmarks	X		X	
January 14, 2015	Edward J. Patten Elementary School SLC	Committee Reports	X		X	
January 30, 2015	Edward J. Patten Elementary School SLC	PARCC SGO's	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

		Pilots				
February 27, 2015	Edward J. Patten Elementary School SLC	PARCC Benchmarks K-1 Initiative	X		X	
March 11, 2015	Edward J. Patten Elementary School SLC	SciP Staff Development	X		X	
March 27, 2015	Edward J. Patten Elementary School SLC	PARCC Benchmarks Math Pilot Series	X		X	
April 15, 2015	Edward J. Patten Elementary School SLC	Committee Reports	X		X	
April 24, 2015	Edward J. Patten Elementary School SLC	Summatives PARCC SGO's Benchmarks GCN	X		X	
May 13, 2015	Edward J. Patten Elementary School SLC	Awards Assembly Committee Reports	X		X	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	All students attending the Edward J. Patten Elementary School will attain the CCSS as a result of the implementation of a comprehensive educational program delivered through a collaborative effort, between school personnel, parents and the community. Through a holistic approach to teaching and reaching the "whole child", the Edward J. Patten Elementary School will create a community of lifelong learners.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

1. Did the school implement the program as planned?

The school educational program was implemented as planned. The existing and the new K-1 literacy initiatives were implemented in a timely manner. The teacher's observation tool, Teachscape, STAR Assessment for all grade levels and benchmark assessments district wide in all grades were key components to determine teacher effectiveness and student growth and literacy proficiency. The school-wide Awards Ceremony and Vocabulary Parade are an integral part of the educational program because they celebrate and highlight the year's culmination of two top E. J. Patten School focuses: writing and vocabulary development.

2. What were the strengths of the implementation process?

The strength of the implementation process was a result of the following: Many of the components of the plan were initiatives that had been implemented previously. Both the old and the new initiatives were research based, which facilitates teacher buy in. The previous initiatives continued being implemented with the commitment to make them work to improve student learning. Teachers and staff understood the need to carry out the program that had proven successful in the past and to make revisions to those components that did not prove as effective as originally believed. The new initiatives were implemented school wide with the understanding that every grade level had to participate in order to see results. PLC's were strengthening this year through the Instructional leader as the facilitator. Teachers were able to collaborate to build upon each of their strengths to improve instruction and student performance. Teachers continued to focus on components 3b and 3c of the Danielson Framework for Teaching, which clarified the expectations for both teaching and learning.

3. What implementation challenges and barriers did the school encounter?

The barriers and challenges during the implementation process were the newness of PARCC and the number of assessments being implemented. Staff and teachers perceived the number of assessments as additional responsibilities and a decrease of instructional time to drive home what the students are being assessed in. The staff felt that there is a lack of evidence that the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

initiatives would work to improve student learning. Insufficient training and staff development were additional challenges. In addition, the lack of buy-in from a portion of teachers and staff was evident

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The apparent strength of each step of the program implementation was the willing attitude of the teachers and staff committed to student improvement. Although there was not 100% initiative buy-in from the staff, the group's global commitment to the students and to the school success was evident. The greatest strength of the E. J. Patten School is the caliber of the staff and their commitment to the success of all the students. The apparent weaknesses of each step during the program(s) implementation were the number of new assessments, the lack of professional development and the limited amount of time to carry them out.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Although there was not 100% buy-in from all the stakeholders to implement the programs, stakeholders are committed to the students' academic success and were willing to try the initiatives. In addition, the entire school, beginning with the leadership, got involved in the implementation of the initiatives. There is a global understanding that it is the responsibility of all grade levels and participants to make the school educational program work. The stakeholders participate in group decision-making and their input is taken into account when making decisions by consensus. The perception of team work and collaboration facilitates the buy-in from the stakeholders

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff and teachers perceived the new initiatives of the school wide program as additional responsibilities without the added benefit of more time to implement during the school day and without the evidence that the initiatives would work to improve student learning. At first some staff members perceived some of the new initiatives as obtrusive due to the lack of trust. Others were apprehensive because they did not agree with the amount of student assessments or believe there was a need for it in their classrooms. Some felt that due to the lack of time to successfully implement the curriculum, it was rushed and it was perceived as one more thing to do. Although there was a degree of negative perceptions amongst the staff, the perception of team work and collaboration, and the commitment to the students' success ultimately resulted in enough buy-in from the stakeholders to implement the school-wide educational program.

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7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community and the parents perceive that the implementation of the school wide educational program at the E. J. Patten School is generally effective. The ongoing communication between school and parents produces a degree of transparency and promotes an understanding of collaboration and mutual respect, where parents are notified of the school's activities and allowed to participate in the decision making process.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The delivery for each program consisted of a variety of methods which included whole class sessions, small group sessions and one-on-one sessions. In addition when the program or activity required it, the delivery method was to the entire school and/or one grade or multiple grade levels. The delivery methods are based on the need and the nature of the task. For staff professional development the methods included district-wide workshop, school-wide workshops instructional rounds, grade level meetings, and PLC meetings.

9. How did the school structure the interventions?

Interventions were structured based on students' need determined by data assessment and resources available. Interventions were designed following the Response to Intervention Pyramid. The majority of students received instruction and intervention in general in a whole class/whole group setting. As the students' needs were identified, the intervention method moved towards smaller group settings, until the point where based on the individual student's need, he/she would receive on-on-one instruction. At the end of certain periods students were assessed in order to revise the interventions.

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10. How frequently did students receive instructional interventions?

Students received instructional intervention on a daily basis. In some particular cases, students would receive extra additional intervention three/two times a week. The frequency of interventions was based on students' need.

11. What technologies did the school use to support the program?

Multiple technologies were utilized to support the program. Teachers used smart boards, document cameras, chrome books iPod, iPad, laptops, projectors, digital cameras, classroom sound amplifying systems, translating devices, the internet and a school-home messaging device. Students used these technologies on a daily basis in an interactive manner to enhance and facilitate learning.

12. Did the technology contribute to the success of the program and, if so, how?

Technology contributed to the success of the program because it facilitated student learning and resulted in the enhanced perception of the students that learning is fun, which is a powerful motivator. The ability to communicate with parents using the School Messenger system and the use of the translating devices enhances parental involvement, which results in improved student performance. Technology minimizes labor in certain tasks for the teachers and facilitates the data collecting and analyzing, which results in better and quicker decision making. The parent portal was introduced in January, allowing parents to access student information online at their convenience. Infinite Campus Parent Portal was introduced in January allowing parents to access student information online at their convenience.

**Provide a separate response for each question.*

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	97	N/A	Bridge Program, Grade Level Benchmarks, Computer based program, Guided Reading, data collection, data analysis, Performance Matters, Workstations, Vocabulary Instruction, phonemic awareness instruction, Project Based Learning, Reading Specialists, Book Room, Saturday Morning Family School, flexible, small group reading at instructional levels, Differentiated Instruction, Integration in all content areas, use of outside consultants	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, working with, and analyzing text, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	85	N/A	Bridge Program, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Saturday Morning Family School, Wraparound Program, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program), use of other	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for

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			outside consultants.	some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	9	56	Grade Level Benchmark Assessments, Computer based program, Guided Reading, data collection, data analysis, Performance Matters, Workstations, Vocabulary Instruction, Phonemic awareness instruction, Project Based Learning, Reading Specialists, Book Room, Saturday Morning Family School, flexible, small group reading at instructional levels, Differentiated Instruction, Integration in all content areas, use of outside consultants	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, working with, and analyzing text, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English
Grade 1	36	55	Grade Level Benchmark Assessments, Computer based program, Guided Reading, data collection, data analysis, Performance Matters, Workstations, Vocabulary Instruction, phonemic awareness instruction, Project Based Learning,	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, working with, and analyzing

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			Reading Specialists, Book Room, Saturday Morning Family School, flexible, small group reading at instructional levels, Differentiated Instruction, Integration in all content areas, use of outside consultants	text, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English
Grade 2	60	93	Bridge Program, Grade Level Benchmark Assessments, , Computer based program, Guided Reading, data collection, data analysis, Performance Matters, Workstations, Vocabulary Instruction, phonemic awareness instruction, Project Based Learning, Reading Specialists, Book Room, Saturday Morning Family School, flexible, small group reading at instructional levels, Differentiated Instruction, Integration in all content areas, use of outside consultants	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, working with, and analyzing text, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English
Grade 9				

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Grade 10				
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Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	21	12	Bridge Program, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Saturday Morning Family School, Wraparound Program, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program), use of other outside consultants.	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 1	41	53	Bridge Program, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Saturday Morning Family School, Wraparound Program, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program), use of other outside consultants.	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low

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				<p>levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.</p>
Grade 2	49	150	<p>Bridge Program, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Saturday Morning Family School, Wraparound Program, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program), use of other outside consultants.</p>	<p>Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy and Mathematics may be linked to the students' gaps in vocabulary development, language fluency, writing, higher level thinking skills, conceptual skills and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.</p>
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/Math	ELA/Math/All students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Quantum Learning	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	<p>In June 2015, the 3rd & 4th grade total population of Edward J. Patten Elementary School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Students with Disabilities population of Edward J. Patten Elementary School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Limited English Proficient population of Edward J. Patten Elementary School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade African-American population of Edward J. Patten Elementary School will have met the state</p>
		Instructional Rounds,	Yes		
			Yes		
		3b: Questioning and discussion techniques	Yes		
		3c: Engaging students in learning	Yes		
			Yes		
		Harcourt Reading Program	Yes		
		Reading Specialists (General, Bilingual and Special Education): Model Lessons	Yes		

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ELA / math	ELA/Math/All students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Writing Blitz 3 rd & 4 th Grades	Yes		target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
ELA	ELA/Math/All students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Book Room	yes	PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Hispanic population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
ELA / math	ELA/Math/All students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Performance Matters, data collection, data analysis	yes	PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade General population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy in Mathematics as defined by the NJDOE.
ELA/Math/	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Grade Level Benchmark Formative and Summative Assessments	yes	PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Economically Disadvantaged population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
ELA / MATH	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Computer based programs - STAR	yes	NJASK, Language Arts and Mathematics Common Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Homeless/Migrant population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE

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all content areas	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	300 plus book Classroom Library: Leveled /Themed	yes	NJASK Science, PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	
all content areas	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Workstations in Reading, Writing and Technology	yes	NJASK Science, PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	
		Flexible, small group reading at instructional levels	yes		
ELA / MATH		Differentiated Instruction	yes		
ELA	K – 4 Students	Homework initiative: 20 minutes of reading	Yes		
ELA / MATH	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Technology Integration: Safari, Montage, PowerPoint, Word, SMART Boards, etc.	yes		
all content areas	all students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Brain Based Learning Strategies	yes		
all content areas	all students/ Students with Disabilities/ Homeless/Migrant/	Parent Workshops	yes		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	ELLs				
ELA	LA /Math/Teachers, Students K –4, Parents	Use of outside consultants: Rutgers University, Kean University, New Jersey City University,	yes		
science	K – 4 Students	Harcourt Science	Yes	NJASK Science, PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, NJACCESS.	In June 2015, the 3rd & 4 th grade total population of Edward J. Patten Elementary School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4 th grade Students with Disabilities population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE. In June 2015, the 3 rd & 4 th grade Limited English Proficient population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
math	K – 4 Students	Math Learning Stations	yes		
all content areas		Performance Matters, data collection, data analysis	Yes		
		Flexible, small groups at instructional levels	Yes		
		Differentiated Instruction	Yes		
		SMART Board initiative	Yes		
math		First in Math Online Program	Yes		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

					<p>In June 2015, the 3rd & 4th grade African-American population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Hispanic population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade General population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Economically Disadvantaged population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE</p>
		Houghton Mifflin	Yes		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

					In June 2015, the 3rd & 4th grade Homeless/Migrant population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
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Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Literacy / Math Program	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4 th grade Students with Disabilities population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
Math	Students with Disabilities	Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4 th grade Students with Disabilities population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
ELA	Homeless	Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Homeless population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
Math	Homeless	Saturday Morning	Yes	PARCC, Language Arts and	In June 2015, the 3rd & 4th grade Homeless

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Family School		Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
ELA	Migrant	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3 rd & 4 th grade Migrant population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
Math	Migrant	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3 rd & 4 th grade Migrant population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
ELA	ELLs	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3 rd & 4 th grade Limited English Proficient population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
Math	ELLs	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments,	In June 2015, the 3 rd & 4 th grade Limited English Proficient population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				quarterly grades, ACCESS.	
ELA	Economically Disadvantaged	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Economically Disadvantaged population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
Math	Economically Disadvantaged	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4th grade Economically Disadvantaged population of Edward J. Patten Elementary School will have met the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE
ELA	All Student	After School Literacy / Math Program Saturday Morning Family School	Yes	PARCC, Language Arts and Mathematics Benchmark Assessments, STAR, DRA/EDL, teacher made formative assessments, quarterly grades, ACCESS.	In June 2015, the 3rd & 4 th grade total population of Edward J. Patten Elementary School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.
Math	All students	After School Literacy / Math Program	Yes		In June 2015, the 3rd & 4 th grade total population of Edward J. Patten Elementary

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Saturday Morning Family School			School will have met the state target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	<p>Instructional Rounds 3b: Questioning and discussion</p> <p>3c: Engaging students in learning HOTS</p> <p>PLC's Higher Order Thinking Skills Questioning</p> <p>Data Analysis Performance Matters</p> <p>Differentiated Instruction</p>	yes	NJASK Science, PARCC, STAR, Language Arts and Mathematics Benchmark Assessments, DRA/EDL, teacher made formative assessments, quarterly grades, NJACCESS.	<p>In June 2015, the 3rd & 4th grade total population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Students with Disabilities population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Limited English Proficient population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade African- American population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Hispanic population of Edward J. Patten Elementary School will meet the state Target in</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

					<p>Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade General population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Economically Disadvantaged population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE.</p> <p>In June 2015, the 3rd & 4th grade Homeless/Migrant population of Edward J. Patten Elementary School will meet the state Target in Language Arts Literacy and in Mathematics, as defined by the NJDOE</p>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas/	Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Back to School Night	Yes	At least 70% of the parents surveyed will perceive that the Back to School Night was informative and met their expectations.	At least 70% of the parents surveyed will perceive that the Back to School Night was informative and met their expectations.
All Content Areas/	Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Programs to Assist Students Academically: <ul style="list-style-type: none"> · Family Literacy · STEM Family Academy · Career Day · Kindergarten Academy · Saturday Morning School · American Education Week activities · Partners in Literacy · Parent Library 	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign- in sheets.	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
All Content	/Parents/ All staff that serve students/ Students with	Language Assistance for Parents: Translator/	Yes		At least 70% of the parents that attended the workshops will perceive that the use of the translators improved the quality of their

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Areas	Disabilities/ Homeless/Migrant/ ELLs All Content Areas	@ workshops			participation in workshops.
		Academies: Saturday Morning Program/ESL	Yes		At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations
ELA		Workshops: · Informational Parent Breakfast · EPIC: Parent Workshops · Saturday Morning Program · Family Literacy · STEM Family Academy · Kindergarten Academy · Curriculum Review Parent Workshops · PARCC Parent Workshops · Partner in Literacy Summer Reading Workshop	Yes		
	All Content Areas/Parents/ All staff that serve students/ Students	Parent-Teacher Conferences Fall and Spring	Yes	At least 70% of the students' parents will attend Parent-Teacher conferences.	At least 70% of the students' parents will attend Parent-Teacher conferences.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	with Disabilities/ Homeless/Migrant/ ELLs	Conferences			
All Content Areas/	Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Communications <ul style="list-style-type: none"> · Channel 34/PATV · District / School Website · The Parent Portal · Report Cards · Progress Reports School Messenger	Yes	At least 70% of the parents will perceive that the modes of communication were informative and met their expectations.	At least 70% of the parents will perceive that the modes of communication were informative and met their expectations.
All Content Areas/	Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	PTO	Yes	At least 70% of the parents that attended the PTO meetings will perceive that the meetings were informative and met their expectations.	At least 70% of the parents that attended the PTO meetings will perceive that the meetings were informative and met their expectations.
All Content Areas/	Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Perception Surveys <ul style="list-style-type: none"> · School Climate Survey Parent Participation Surveys after activities	Yes	At least 70% of the parents will perceive that the perception survey were effective and met their expectations.	At least 70% of the parents will perceive that the surveys were effective and met their expectations.
All Content Areas/	Parents/ All staff that serve students/ Students with	Other: Social Activities <u>Family Fun Nights</u> <ul style="list-style-type: none"> · Harvest Night 	Yes	At least 70% of the parents will perceive that they Family Fun Nights allowed	At least 70% of the parents will perceive that they Family Fun Nights allowed them to socialize with their children and teachers and

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

	Disabilities/ Homeless/Migrant/ ELLs	<ul style="list-style-type: none"> · Cookies and Cocoa with Santa · Winter/Spring Concert · Parent Student Luncheon · Student Art Show · Family Game Night · Mother Daughter Scrapbooking Family Fun Night 		them to socialize with their children and teachers and they enjoyed attending them.	they enjoyed attending them.
all content areas	All Content Areas/Parents/ All staff that serve students/ Students with Disabilities/ Homeless/Migrant/ ELLs	Other: Home School Liaison	Yes	The Home School Liaison will receive at least a satisfactory overall rating on her yearly evaluations.	The Home School Liaison will receive at least a satisfactory overall rating on her yearly evaluations.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Dr. Dulce Rodriguez
Principal's Name (Print)

Dulce Rodriguez
Principal's Signature

6/1/15
Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC, NJASK Science, Language Arts Formative and Benchmark Assessments, DRA/EDL, Orton-Gillingham Pre-Post Test, STAR, iReady	Collectively these assessments tell us the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Writing	PARCC, NJASK Science, Language Arts Formative and Benchmark Assessments, Pre-Post Test	Collectively these assessments tell us the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Mathematics	PARCC, Mathematics Formative and Benchmark Assessments, Pre-Post Test, First in Math, STAR	Collectively these assessments tell us the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Family and Community Engagement	Parent Surveys, Attendance Sheets from activities. Attendance Sheets from Parent/Teacher Conferences	These measures indicate the amount of parent participation; identify the needs of the parents, the parents' concerns and impressions of what is taking place at the school level. In addition, they measure the success of the programs that are offered to the parents and allow them to make suggestions.
Professional Development	Professional Development Staff	These measures indicate what professional development the teachers feel

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	Evaluation Sheets, teacher observations/evaluations, SciP PD survey results	they need and what areas in which they would like to focus. They give the staff member's perception on the usefulness and effectiveness of the professional development given. The teacher observations/evaluations reflect if the initiatives / strategies presented in workshops are being effectively applied in the classroom, if more professional development is needed and in what areas.
Leadership	Administrative Evaluation Report, Annual Conference, Principal's Professional Growth Plan, Year-end Administrators' Report to the Superintendent Administrative Goals	The Superintendent meets with the Principal for an annual conference to discuss goals and objectives for the school year, the Principal's Professional Growth Plan and professional development needs. In addition, the Superintendent evaluates the Principals in the areas of Planning / Management / Assessment of Student Achievement, School Climate, Curriculum Implementation & Monitoring, Professionalism / Professional Growth, Supervision / Program Administration and Community Relations.
School Climate and Culture	Program Evaluations, Professional Development Surveys	These surveys and evaluations allow teachers to provide insight as to the implementation and effectiveness of school initiatives/programs. In addition, teachers provide suggestions as to how these initiatives/programs can be improved or modified.
School-Based Youth Services	NJASK Science, PARCC, Language Arts and Mathematics Common formative and summative assessments, DRA/EDL, testing, teacher made formative assessments, quarterly grades, ACCESS, Benchmark assessments, CoGat assessment.	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Students with Disabilities	NJASK Science, PARCC, Language Arts and Mathematics Common formative and summative assessments, teacher made formative assessments, quarterly grades, ACCESS, Pre and Post DRA/EDL,	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		
		These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students'

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	NJASK, Orton-Gillingham Pre/Post Assessment, Benchmark assessments, CoGat assessment.	performance and indicate if the student needs further services or placement in I & RS.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The Edward J. Patten Elementary School goal is to continue raising achievement levels while meeting the Common Core State Standards (CCSS) through implementation of a comprehensive school program and collaboration among school, parents, and the community. Our school staff has benefited from the teamwork, planning, and emphasis on skill building that has been in place. We have learned to use collaboration to facilitate change in our school. For example, based on our initial needs assessment, committees were formed and programs were implemented to assist us in reaching our goals and objectives. Research has shown that when parents, community members and the school work together, students benefit in a holistic manner. To this end, we have been beneficiaries of a significant increase in parental participation.

The highest priority of the Edward J. Patten Elementary School community is to ensure that all students learn. To that end, the staff works diligently to provide instruction that addresses the transition from the New Jersey Core Curriculum Content Standards (NJCCCS) to the Common Core State Standards (CCSS) in all content areas. Unfortunately, an achievement gap exists for some students when they enter the Edward J. Patten Elementary School. The implementation of a comprehensive school plan that includes collaboration of staff, parents and the community is instrumental in closing that achievement gap for our students during their time in our school. To achieve this goal for our students, all stakeholders within the school community collaborate to effect change. The highly qualified staff at the Edward J. Patten Elementary School identifies and assesses the needs of our students. Strategic planning takes place to meet those needs while aligning classroom instruction to the (CCSS). The teachers are provided with staff development opportunities, as well as needed resources to support instruction and assist them in reaching our goals. These efforts have led our students to successful performance on the New Jersey Assessment of Skills and Knowledge (NJASK) in Science, and Partnership for Assessment for College and Careers (PARCC) Mathematics and Language Arts/Literacy (LAL). The challenge is to improve student proficiency in Math and English Language Arts. The Edward J. Patten Elementary School analyzes data received from various sources, such as the NJASK Science 4th grade, PARCC 3rd & 4th grade, benchmark assessments, unit tests, baseline inventories, writing samples, word analysis inventories, running record, the ACCESS test and the Developmental Reading Assessment (DRA/EDL). This data is aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all of our staff throughout the school year. The school administration and teachers continuously review and discuss the data at curriculum and assessment committee meetings, grade level meetings, articulation meetings and faculty meetings. Benchmark assessments, as per the district assessment calendar, in both language arts and math have been developed. Our school has instituted a comprehensive and balanced literacy initiative. During guided reading small, flexible, leveled group instruction will continue to be in effect with frequent, on-going assessments. Literacy instruction, using differentiated strategies is implemented within the guided and sustained self-selected reading, word knowledge/vocabulary building, and process writing. Learning centers are in place in all classrooms and provide an opportunity for differentiated instruction in Literacy and Mathematics. The Before and After School Programs support students at risk identified by the I&RS Committee. Additionally, the Reading Specialists provide supplemental small group instruction for at-risk students. After the formative common assessments are administered and evaluated, the intervention teachers work collaboratively with the classroom teachers to support the Common Core State Standards (CCSS) addressed in the common assessments. Students at-risk of failing are identified at the end of the year and are placed in a Bridge Program the following year with an intervention teacher where they spend the day focusing on Reading, LA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

and Math skills. The K-1 Literacy Initiative consists of targeted phonics and sight word instruction. In Kindergarten and 1st Grade there is a daily intervention period. During this time, teachers work with small groups during the Guided-reading portion of the literacy block. In addition, the teachers work daily with targeted students to strengthen their writing skills.

Teachers and parents meet on a weekly/monthly basis to discuss and assess the needs of our students. These meetings encompass all the issues confronting our students whether they are instructional or social. Teachers and parents meet in committees such as the School Leadership Cabinet (SLC), Home/School committee, School Climate committee, the Professional Development committee and the Curriculum and Assessment committee. All teachers meet for grade level meetings, cross grade level articulation meetings, Principal's meetings, Supervisors' meetings and faculty meetings. Academic achievement, assessment results, teaching techniques, promotion, retention decisions and at-risk behaviors are discussed at these ongoing meetings and students' needs are identified. Formal as well as informal surveys are conducted to provide input and to modify the learning environment within the school. Modifications in teaching strategies are implemented when necessary to improve the instruction of the students. In addition, changes within the school environment are implemented to improve and limit at-risk behaviors.

Students will acquire knowledge and skills through advanced technologies and varied research-based instructional strategies that provide optimal opportunities for progress. We will continue to promote ongoing professional growth and collaboration among fellow colleagues on the best research based teaching practices and strategies. All stakeholders will collectively share the responsibility of planning and implementing goals to ensure a safe, secure, and supportive environment in which students will be motivated and will learn.

The school utilizes a collaborative approach to develop and implement the parent involvement action plan and parent compact. The School Leadership Cabinet, Home-School Relations Committee and PTO are primarily responsible for coordinating, implementing and evaluating these activities. Parental input is obtained through parent participation on these committees and verbal and written assessments of parent needs, interests and concerns. The school employs a full time home school liaison who is responsible for ensuring the effective delivery of programs and services in the community relevant to family needs, and the development of strategies to continually assess parent and staff needs as related to parent involvement programs and practices.

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs such as the Saturday Morning Family/ESL program that provides academic, social and enrichment courses and activities for students and members of their family for 30 Saturdays during the school year. Parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in that area, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's social worker, guidance counselors and home school liaison provide these activities, and often collaborate with agencies and support services in the community for these presentations and family outreach.

The School has one counselor who provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal and social development. The counselor works with the principal, teachers, nurse, social worker and community agencies to assess student needs and develop a plan of action to help individual students. The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical and educational needs and we hope to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students, providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with aid specific to their needs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

The home school liaison collaborates with the PTO, Home School Committee, and staff to provide workshops for the parents. The home school liaison encourages the parents to become active members of the school community.

Parents are encouraged to attend monthly family nights, which provide the parents the opportunity to come to school and do a fun activity with their children. Some of these activities were: Family Game night, in which families play various board games with their children that help reinforce academic skills, Family Fitness Night in which children and parents participate in various fitness activities in the gym, Family Movie Night, in which parents have the opportunity to sit and enjoy a movie with their children, Mother Daughter Scrapbooking in which parents and children engage in making a craft together, and Fathers and Sons Game Night for the boys to play table games with their fathers.

Parents are also encouraged to attend special yearly events such as Back to School Night, American Education Week Visits, Parent-Student Luncheons, Science Fair, and School Programs. To increase students' academic achievement we offer our parents monthly workshops both during the day and evening on strategies that they use at home to help their children. Some of these were on testing skills and strategies that the parents can use at home to help their children on the state and district assessments. Some of the other topics discussed were discipline at home, home management skills, bullying, EPIC and Community Services. These workshops help connect our parental involvement with the priority problems we have identified. The Edward J. Patten Elementary School has two school nurses who play a vital role in assisting our families by finding organizations that meet their health care needs. The nurses access the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. The nurses also promote good health awareness through various programs such as parent education, nutrition and summer safety activities. The staff also offers guidance on the selection of healthier foods. In addition, parents are working with the staff to improve the nutritional value of the school lunches.

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of school notices, district and school websites, emails, the School Messenger out-calling system, and Channel 34. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home. The Infinite Campus Parent Portal was instituted this year.

The causes of our selected priority problem are multi-faceted. As an urban school, it is quite evident that our students face cultural and language barriers at home, which cannot reinforce and support English language learning and academics, which require English language proficiency. Data gathered through a parent survey through the Rutgers' research study indicated that further delays in development exist for our students in the areas of academics and home literacy experiences that place them at a great disadvantage when compared to their peers nationwide. "Nearly two-thirds of the children do not know their basic colors, seventy-nine percent (79%) do not know most letters, and seventy-six percent (76%) cannot count to 20. Fifty percent (50%) of the homes have fewer than 10 books and nearly a quarter of the children are never read to at home. On average, our students fall approximately four (4) months behind academically and one and one half (1 1/2) years behind in communication skills. Nineteen percent (19%) of the mothers have less than a ninth grade education" (Center for Early Education, Rutgers). Based on this startling information, it is quite clear that our school faces an extraordinary task in educating the children who walk through our door.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2. What process did the school use to collect and compile data for student subgroups?

Describe methods used to collect and compile data for student subgroups.

The process the school used to collect and compile data for student subgroups consisted of the following:

- PARCC
- NJASK 4th grade - science
- Benchmark Assessments, as per the assessment calendar
- CoGat
- Developmental Reading Assessment (DRA/EDL)
- ACCESS Test
- Word Analysis Inventory
- Running Records
- Performance Matters
- Infinite Campus

The data from these assessments are aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all staff members throughout the school year. The school administration and teachers continuously review and discuss the test results at curriculum and assessment committee meetings, grade level meetings, articulation meetings and faculty meetings. Instructional practices are modified to meet the needs of the students in the subgroups.

Performance Matters integrates the complexities of each State's accountability system with the high stakes test scores so they can easily evaluate the performance against state standards at any level; student, subgroup, school, district and so on. Leading indicators include a host of data that is accumulated during the course of the current school year. Performance Matters has integrated a broad portfolio of reports for many different assessment instruments including Common assessments, and other assessments such as, PARCC, NJASK Science, Language Arts and Math benchmark assessments, ACCESS. During the 2014-2015 school year all grades received the STAR Assessment three times (Fall / Winter / Spring).

At the Edward J. Patten Elementary School grade level benchmark assessments in both language arts and math are used. After the benchmark assessments are administered and evaluated, teachers work collaboratively to support the Common Core State Standards (CCSS) addressed in the common assessments. Students at-risk of failing are placed in a Bridge class to work with an Intervention teacher on Reading, LA and Math. Throughout Kindergarten and 1st Grade there is a daily intervention period. During this time, teachers work with small groups as well as during the Guided-reading portion of the literacy block.

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3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The state assessment: PARCC & NJASK Science, a criterion referenced test, are given to determine student progress toward achieving the CCSS, as well as, the DRA/EDL that requires a pre/post test to determine reading comprehension and fluency, and the district Math Assessments that monitors the skills mastered during the school year. Assessments noted are both norm-referenced and research based. Other results are based on the PARCC Rubrics (RST & LAT) used for the PARCC in reading and writing, and the math rubric for PARCC math. Anchor papers have been developed from the students' writings based on the state rubric. The anchor papers are used as a standard of good writing and are used to model and improve students' writing.

4. What did the data analysis reveal regarding classroom instruction?

Data acquired through analysis of all student assessments revealed the weaknesses and strengths of all the students. Teachers worked in grade level teams to compare student results. Best practices for the teaching of specific skills that have been proven difficult for the students were identified. Teachers observed colleagues using these effective strategies that they in turn used to instruct their own students. Data results were reviewed by reading specialists. The specialists modeled lessons and provided resources to the classroom teachers. Intervention teachers reviewed data results and worked with low-performing students in Bridge classrooms. In addition, teachers use workstations in all content areas to reinforce skills previously taught

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Upon analyzing student data and data collected as discussed previously, the professional development received by our teachers was appropriate. An achievement gap exists for many students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. In addition other subgroups show weakness in comprehension skills. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCCS that are assessed by the NJASK. This realization will not keep us from continuing to provide our teachers with top-notch professional development and striving to ascertain that all students learn.

The causes of our selected priority problem are multi-faceted. As an urban school, it is quite evident that our students face cultural and language barriers at home, which cannot reinforce and support English language learning and academics, which require English language proficiency. Data gathered through a parent survey through the Rutgers' research study indicated that further delays in development exist for our students in the areas of academics and home literacy experiences that place them at a great disadvantage when compared to their peers nationwide. "Nearly two-thirds of the children do not know their basic colors, seventy-nine percent (79%) do not know most letters, and seventy-six percent (76%) cannot count to 20. Fifty percent (50%) of the homes have fewer than 10 books and nearly a quarter of the children are never read to at home. On average, our

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students fall approximately four (4) months behind academically and one and one half (1 1/2) years behind in communication skills. Nineteen percent (19%) of the mothers have less than a ninth grade education” (Center for Early Education, Rutgers). Based on this startling information, it is quite clear that our school faces an extraordinary task in educating the children who walk through our doors.

The following is a list of existing professional development that will be reinforced and offered to our new teachers to the district, and additional professional development that will be provided to staff during the 2015 – 2016 school year.

- PLC- Professional Learning Communities
- How to support students with behavioral issues
- Instructional Rounds
- Danielson’s Domains 1 through 4
- Infinite Campus
- Technology integration, use of multiple tools.
- Differentiated instruction
- DRA/EDL (Developmental Reading Assessment: English and Spanish)
- Vocabulary building strategies for tier 2 and tier 3 words in reading and writing
- Refresher: Literacy Circles
- Overview of Orton-Gillingham Multi-sensory
- Anti-Bullying
- GCN
- Data Analysis
- Mentoring Workshop / Mentoring Refresher Workshop
- Collaborative Consultation
- Performance Matters

We have focused on teachers learning together, concentrating on the core curriculum standards, and using data to measure student progress toward student standards and designing cohesive instruction. Common planning time has been built into the daily schedules to afford the teachers the opportunity to collaborate and plan for individual grade levels. The district has also initiated frequent meetings for cross grade articulation. Principals meetings have been established in each of the elementary schools and each school uses this time to meet their individual school needs. This time is also utilized to have staff members’ turnkey information acquired from their attendance at out-of-district Staff Development. The district has also initiated Supervisors’ meetings. This time is used for articulation, presentations of ideas and presentations from the supervisors regarding district initiatives.

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6. How does the school identify educationally at-risk students in a timely manner?

Student's academic deficiencies are identified through the use of PARCC & NJASK, scores, teacher made assessments, grade level benchmark assessments, report card grades, discipline referrals and teacher input. Student data is analyzed throughout the year by administrators, teachers, reading specialists and the Curriculum and Assessment Committee to establish effective interventions based on student need. This is a continuous process in order to improve academic performance and promote success for all students. Common grade level assessments identify students' academic deficiencies throughout the school year. After each assessment, teachers identify the at-risk students. These students receive a period of intervention daily (during the instructional day) to work on the CCSS skills not mastered. In addition, low performing students identified by I&RS attend the Before or After School Program.

At-risk students are also identified at the end of the school year when all assessment data has been analyzed and reviewed. Administrators, teachers, and support staff determine the students who are in need of additional assistance to work in small groups with differentiated instruction to be placed in the Bridge Program the following year, as well as identifying the lowest 20% of at risk students in writing to receive a daily intervention period. In addition, a Saturday ESL Program is available to LEP students. This allows for uninterrupted instructional time for these at-risk students. The students identified include:

- A. PARCC subgroups below proficiency
- B. Students just below proficiency
- C. Lowest 20% of students

In addition, at the Edward J. Patten Elementary School, benchmark grade level assessments, as per the district assessment calendar, in both language arts and math are used. After the Benchmark assessments are administered and evaluated, teachers help identify the students who need more support on the NJ Core Curriculum State Standards addressed in the common assessments.

7. How does the school provide effective interventions to educationally at-risk students?

There is a daily 30-45-minute intervention period, in which teachers work to support the Common Core State Standards (CCSS) addressed in the common assessments with small groups during the daily Guided-reading portion of the literacy block. Students at-risk of failing are placed in a Bridge class to work with an Intervention teacher on LA and Math all day. In addition, some teachers work daily with targeted students to strengthen their writing skills. Every morning at-risk students are tutored one-on-one with the intervention, ESL teacher or a trained paraprofessional from 8:35 till 9:00 in either the area of language arts. Low performing students identified by the I&RS Committee are placed in the Before and After School programs to receive support in LA.

8. How does the school address the needs of migrant students?

N/A

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9. How does the school address the needs of homeless students?

When homeless students are identified, they are referred to the Federal Office for services. Since the district provides students with transportation to their home school, their academic instruction is not interrupted. All programs offered to the students of the Edward J. Patten School are provided to all with no exceptions. The Patten Cares Committee raises funds to assist our families with basic needs. Through this committee we were able to provide our homeless families with Thanksgiving Dinners and gifts during the winter holiday season. In addition, counselors and the Home / School Liaison provide support and informational resources to the families and the students that are affected.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are encouraged to participate in discussions regarding how to improve instruction and implementation of district initiatives through ScIP, Principal's Staff Development Meetings, Grade Level Meetings, School Leadership Cabinet meetings, Committee Meetings, District Staff Development Days, and Staff Development for New Teachers and teacher-directed professional development aligned to teachers' Professional Development Plans.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Since the spring of 1991, through a federally funded Title I Grant, Preschool Programs have been in existence in the Perth Amboy School District. The students are provided with a learning environment designed to meet each child's special intellectual, physical and emotional needs through developmentally appropriate teaching practices. The curriculum is organized in a thematic approach to instruction, which includes a plethora of field trip experiences that are planned and correlated to classroom lessons, projects and activities. Our Preschool Program meets the needs of our student population to include limited English proficient children, English speaking children and children with special needs. Students enrolled in our Preschool Program are entitled to the same services as students in the general program. Currently, our district is serving three and four year old children within our brand new Ignacio Cruz Early Childhood Center and other existing facilities, community providers and in the near future, another new Early Childhood Learning Center that will accommodate five hundred students. Administrators at each building site and a Supervisor of Early Childhood Education oversee the operation and expansion of the program within our district facilities as well as the community providers.

Efforts are made to provide a seamless transition for students between their Preschool experience and their Kindergarten program. Articulation Sessions with Preschool and Kindergarten Teachers are planned with attention to Professional Development opportunities that may be necessary. Preschool Master Teachers will communicate regularly with the Instructional Leader of our school to maintain awareness of each program's needs and how they may be of assistance to each other. Preschool teachers received training to become familiar with the constructivist approach to teaching math being utilized in our Kindergarten to Grade 4 programs.

Parents are invited to a "Transition into Kindergarten" orientation session provided by the Elementary School Principals to introduce them to the Kindergarten curriculum, emphasize mandatory immunizations and physicals, and discuss districts' transportation and mandatory school uniform policies and procedures.

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Preschool students and their parents are invited to participate in a Family Literacy class, which is designed to present developmentally appropriate literacy skills to those students who will be attending kindergarten the following year. Summer Learning Packets containing literacy and math activities are disseminated to preschool parents/students who will be attending kindergarten in September.

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

Throughout the school year Elementary School Principals meet to discuss in group and individually issues and concerns related to the elementary schools. Data on test scores from standardized tests and district benchmark assessments are discussed. Areas of focus are identified and the programs and initiatives related to these programs are reviewed. New programs or initiatives are looked at to determine their possible implementation to improve student learning. Professional development for teachers is identified according to their needs. Teacher and parent input are obtained through meetings and surveys. Once we have analyzed all our data, through discussion and collaboration the priority problems are identified.

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap	English Language Arts Literacy (CCSS)
Describe the priority problem using at least two data sources	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.
Describe the root causes of the problem	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various

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	measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCCS that are assessed by the PARCC & NJASK.	measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCCS that are assessed by the PARCC & NJASK Science
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	PLC's, Instructional Rounds, 3b, 3c, Phonemic Awareness, 45-minute intervention block., Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level benchmark Assessments, Four Blocks of Literacy / Steps to Guided Reading, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Rigby-Literacy by Design, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading,, Technology Integration: Safari, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops, Use of outside consultants: Rutgers University, Kean University, New Jersey City University, Harcourt Science, modeling of Lessons, Math for	PLC's,, Instructional Rounds, 3b, 3c, Phonemic Awareness, 45-minute intervention block. Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level benchmark Formative Assessments, literacy initiative, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Rigby-Literacy by Design, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops, Use of outside consultants: Rutgers University, Kean University, New Jersey City University, Harcourt Science

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	Understanding, Math Box, Workstation in Mathematics,, First in Math Online Program,	
How does the intervention align with the Common Core State Standards?	<p>All curriculums are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Benchmark assessments are also in place for literacy and math and are used to plan for instruction. The K-4 Teachers' Committee for creating thematic units of instruction will continue to research and formulate ideas, formats and resources in collaboration with the Supervisors of Language Arts, Social Studies, Science and Math to ensure development of instructional units that effectively address all CCSS. Harcourt and Houghton-Mifflin series have been selected for instruction because they were approved by the state and written in alignment to the CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>	<p>All curriculums are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Benchmark assessments are also in place for literacy and math and are used to plan for instruction. The K-4 Teachers' Committee for creating thematic units of instruction will continue to research and formulate ideas, formats and resources in collaboration with the Supervisors of Language Arts, Social Studies, Science and Math to ensure development of instructional units that effectively address all CCSS. Harcourt and Houghton-Mifflin series have been selected for instruction because they were approved by the state and written in alignment to the CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Mathematics (CCSS)	Parent/Community Involvement
Describe the priority problem using at least two data sources	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. The lack of parental support has a negative impact on the academic performance of students. Many students come to school late, without homework, uniforms and unprepared to learn. School attendance and tardiness become obstacles to learning.
Describe the root causes of the problem	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCCS that are assessed by the PARCC & NJASK Science.	At the E.J. Patten School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. Many parents lack the capacity to assist with homework and school readiness due to economic responsibilities that take away time and energy. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare

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		these subgroups with the skills needed to be successful in achieving the CCCS that are assessed by the PARCC & NJASK Science.
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	PLC's, Instructional Rounds, 3b, 3c, Bridge Program, data collection, data analysis, Workstation in Mathematics, Flexible, small groups at instructional levels, Differentiated Instruction, First in Math (online program),	PLC's, Instructional Rounds, 3b, 3c, Phonemic Awareness, Back to School Night, Programs to Assist Students Academically: Family Literacy, Family Math, , Family Science, Career Day, Visit to Liberty Science Center, Language Assistance for Parents: Translator, Academies: Saturday Morning Family School, , Workshops: Informational Parent Breakfast, EPIC, , Family Literacy, STEM family, Parent-Teacher Conferences: Fall and Spring Conferences, Communications: Channel 34, notices, District / School Website, School Messenger, Parent Portal, Report Cards, PTO: Monthly PTO meetings, Executive PTO meeting with the Superintendent, Perception Surveys: Uniform Surveys, Parent Participation Surveys after activities
How does the intervention align with the Common Core State Standards?	All curriculums in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Benchmark assessments are also in place for literacy and math and are used to plan for instruction. The K-4 Grade levels will continue to research and formulate ideas, formats and resources to ensure development of instructional units that effectively address all CCSS. Harcourt and Houghton-	All curriculums in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Benchmark assessments are also in place for literacy and math and are used to plan for instruction. The K-4 Grade levels will continue to research and formulate ideas, formats and resources to ensure development of instructional units that effectively address all CCSS. Harcourt and Houghton-

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	<p>Mifflin series have been selected for instruction because they were approved by the state and written in alignment to the CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's and schools' curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>	<p>Mifflin series have been selected for instruction because they were approved by the state and written in alignment to the CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's and schools' curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	<ul style="list-style-type: none"> ● PLCs ● Instructional Rounds ● 3a , 3b ● Phonemic Awareness ● Morning Tutoring ● Morning and After School Program ● G&T Consultant ● MyOn ● DRA2 ● First In Math 	District Administrators, School Administrators, Supervisors, and Certified Staff	<p>In June 2016, the 3rd and 4th grade total population of Edward J. Patten School will meet the State’s targeted score in Language Arts Literacy, as defined by the NJDOE.</p> <p>In June 2016, the 3rd and 4th grade general population of Edward J. Patten School will meet the State’s targeted score in Language Arts Literacy, as defined by the NJDOE.</p> <p>In June 2016, the 3rd and 4th grade Special Education of Edward J. Patten School will meet the State’s targeted score in Language Arts Literacy, as defined by the NJDOE.</p> <p>In June 2016, the 3rd and 4th grade Limited English Proficient of Edward J. Patten School will meet the State’s targeted score in Language Arts Literacy, as defined</p>	<p>External Evaluator for Program Improvement Schools, William Benn and Associates, 2003.</p> <p>DuFour, R. (2004, May). What is a Professional Learning Community? <i>Educational Leadership</i>, 61(8), 6-11</p> <p>Danielson, Ch. The Framework for Teaching Evaluation Instrument, 2011</p> <p>Cunningham, Hall, & Sigmon. <i>The Teacher’s Guide to the Four Blocks</i>, 1999.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

				<p>by the NJDOE.</p> <p>In June 2016, the 3rd and 4th grade economically disadvantaged population of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE..</p> <p>In June 2016, the 3rd and 4th grade Hispanic of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.</p> <p>By June of 2016, the 3rd and 4th African American of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.</p>	
Ela Math	Intervention and Resource	Writing Blitz 3 rd & 4 th Grade	District Administrators, School Administrators, Supervisors, and Certified Staff	<p>In June 2016, the 3rd and 4th grade total population of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.</p> <p>In June 2016, the 3rd and 4th</p>	
Ela Math	K – 3 Students Students with Disabilities,	Harcourt Story Town Reading Program	District Administrators, School		Conner & Greene. <i>A summary report of the Instructional Effectiveness of the "Harcourt Reading Program", 2000.</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

	Homeless, Migrant, ELLs		Administrators, Supervisors, and Certified Staff	grade general population of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.	
Ela	K – 2 Students Students with Disabilities, Homeless, Migrant, ELLs	New Literacy Program	District Administrators, School Administrators, Supervisors, and Certified Staff	In June 2016, the 3 rd and 4 th grade Special Education of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.	
Ela / math	K – 2 Students Students with Disabilities, Homeless, Migrant, ELLs	Reading Specialists (General, Bilingual and Special Education) Model Lessons	District Administrators, School Administrators, Supervisors, and Certified Staff	In June 2016, the 3 rd and 4 th grade Limited English Proficient of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.	Costa & Garmston. <i>Cognitive Coaching: A Foundation for Renaissance Schools</i> , 2002. Quatroche, Bean & Hamilton. <i>The Reading Teacher</i> , V. 51, p. 562 – 570.
All content areas	Teachers	Book Room		In June 2016, the 3 rd and 4 th grade economically disadvantaged population of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE..	Main St. Academix, <i>Study on the use of Benchmark Education Programs</i> , 2005. Newmann, Allensworth, Bryk. <i>School Instructional Program Coherence Benefits and challenges</i> , 2001.
Ela / math	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Grade Level benchmark Formative Assessments,	District Administrators, School Administrators, Supervisors, and Certified Staff	In June 2016, the 3 rd and 4 th grade economically disadvantaged population of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE..	DuFour& Eaker. <i>Professional Learning Communities at Work</i> , 1998. Shepard. <i>Linking Formative Assessment to Scaffolding</i> . Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. <i>Making Benchmark Testing Work</i> . Educational Leadership, Vol. 63, November 2005.
Ela	K – 2 Students,	Literacy Initiative	District	In June 2016, the 3 rd and 4 th	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

	Students with Disabilities, Homeless, Migrant, ELLs		Administrators, School Administrators, Supervisors, and Certified Staff	grade Hispanic of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.	<i>Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.</i>
All content areas	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	300 plus book Classroom Library: Leveled /Themed	District Administrators, School Administrators, Supervisors, and Certified Staff	By June of 2016, the 3 rd and 4 th African American of Edward J. Patten School will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE.	International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that “better libraries are related to better reading, as measured by standardized tests”.
Literacy, math	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Workstations in Reading, Writing, Mathematics and Technology	District Administrators, School Administrators, Supervisors, and Certified Staff		Zemelman, Daniels & Hyde. <i>Best Practice: New Standards for Teaching and Learning in America's Schools, 1998.</i>
Literacy, math	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Bridge Program	District Administrators, School Administrators, Supervisors, and Certified Staff		Optiz, M. <i>Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998.</i> Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms, 2002.</i> <i>National Education Association. The Benefits of Paraprofessionals, 2000.</i> Jensen, Eric. <i>Teaching with the Brain in Mind, 1998.</i> Cotton, Wikelund. <i>Parent Involvement</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					<i>in Education. NWRES:SIRS, 2001.</i>
Literacy, math	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	<ul style="list-style-type: none"> • Flexible, small group reading at instructional levels • Differentiated Instruction • Homework initiative: 20 minutes of reading • Technology Integration • Paraprofessionals • Brain Based Learning Strategies • parent workshops 	District Administrators, School Administrators, Supervisors, and Certified Staff		
All content areas	Teachers, Students K –4, Students with Disabilities, Homeless, Migrant, ELLs Parents	Use of outside consultants: Rutgers University, Kean University, New Jersey City University,			<i>Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001.</i>
Science		Harcourt Science			<i>Valadez, J. Dispelling the Myth: Is there an Effect of Inquiry-Based Science Teaching on Standardized Reading Scores? TERC, 2002.</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All content areas		use of incorporating multiple technologies into lessons			Pitler, Hubbell, Kuhn, Malenoski. <i>Using Technology with Classroom Instruction that Works</i> , 2007.
Math	Grades 2 – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	First In Math online program			Flaherty, Connolly, Lee-Bayha. <i>Evaluation of the First in Math Online Mathematics Program</i> . WestEd, 2005.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u></i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts Literacy Mathematics	1st - 4th grade Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Before/After-school Literacy and Math Program & Evening Programs, Kean STEM , NJIT Summer Program	School Administration and a team which consist of teachers and paraprofessionals	Ongoing: benchmark assessments, Formative and summative assessments in Literacy and Mathematics, unit tests, STAR, DRA/EDL, Evidence of Learning in daily lessons, teacher-made assessments, NJASK Science, PARCC	Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks, 1999.</i> Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children, 1996.</i> Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Studyisland.com. <i>Study Island: Solid Research Equals Solid Results: Evidence of Success in NJASK and GEPA, June 2007.</i> Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms, 2002.</i> Brooks & Brooks. <i>In Search of Understanding: The Case for</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					<p><i>Constructivist Classrooms</i>. ASCD, 1993.</p> <p>Van de Walle. <i>Teaching Student-Centered Mathematics</i>, 2006</p>
Language Arts Literacy Mathematics	K-4, Students with Disabilities, Homeless, Migrant, ELLs	Saturday Morning Family School, Kean STEM , NJIT Summer Program	School Administration and a team which consist of teachers and paraprofessionals	Student Evaluation Sheets, and the results of PARCC	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Studyisland.com. <i>Study Island: Solid Research Equals Solid Results: Evidence of Success in NJASK and GEPA</i>, June 2007.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p> <p>Brooks & Brooks. <i>In Search of Understanding: The Case for Constructivist Classrooms</i>. ASCD,</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					1993. Van de Walle. <i>Teaching Student-Centered Mathematics</i> , 2006
Language Arts, Literacy, Math	ELLs K, 1 & 2 students, Students with Disabilities, Homeless, Migrant,	Summer School Program/ Dual Language*, Kean STEM , NJIT Summer Program	Building Administrators, Teachers, and Supervisors	Increase % of students meeting targets who participated in the program	Cooper Harris, Summer Learning Loss: The Problem and Some Solutions, Eric Digest 2003

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All Content Areas	All Staff	Professional Learning Communities	Building Administrators, Teachers, and Central Office Administrators	Administrative Observations / Evaluations, Assessments, Benchmark, Assessments, Lesson Plans, Student Grades, NJASK Science & PARCC Results	DuFour & Eaker. Professional Learning Communities at Work, 1998.
All Content Areas	Administrators, Certified Staff	Performance Matters: Data Analysis	Building Administrators, Teachers, and Central Office Administrators	PARCC, NJ ASK Science, STAR, Benchmark assessments, unit tests, assessments, DRA / EDL, Word Analysis, Spelling Inventory, Writing assessments and conference logs, Program usage data, level of materials implementation, SciP	Ainsworth & Viegut. <i>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</i> , 2006.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Content areas		Classroom Management	Building Administrators, Teachers, and Central Office Administrators	Danielson's rubric feedback coaching feedback walkthrough feedback	Some of the research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Charles, 1992). The Principals' Partnership http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation.
All content areas		K-2 Literacy Initiative	Building Administrators, Teachers, and Central Office Administrators	PARCC, NJ ASK Science, STAR, Benchmark assessments, unit tests, assessments, DRA / EDL, Word Analysis, Spelling Inventory, Writing assessments and conference logs, Program usage data, level of materials implementation, SciP, Level of Technology Integration, Teacher Observation/Anecdotal Record.	Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i> , 1999. Fountas & Pinnell. <i>Guided Reading: Good First Teaching for Children</i> , 1996.
All Content areas		Technology and integrating technology into lesson planning	Building Administrators, Teachers, and Central Office Administrators		November. <i>Empowering Students with Technology</i> . 2001. Gambrell, Morrow, Newman & Pressley, <i>Best Practices in Literacy Instruction</i> , 1999. NMSA. <i>Technology and Student Learning</i> , 2007.
All Content Areas	Teachers	Using Workstations in the Classroom	Building Administrators, Teachers, and Central Office Administrators	PARCC, NJ ASK Science, STAR, Benchmark assessments, unit tests, assessments, DRA / EDL, Word Analysis, Spelling Inventory, Writing assessments and conference logs, Program usage data, level	Zemelman, Daniels & Hyde. <i>Best Practice: New Standards for Teaching and Learning in America's Schools</i> , 1998.
All content	Teachers	Differentiated	Building		Tomlinson & Allan. <i>Leadership for</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas		Instruction	Administrators, Teachers, and Central Office Administrators	of materials implementation, SciP Level of Technology Integration, Teacher Observation/Anecdotal Record.	<i>Differentiating Schools and Classrooms, 2002.</i>
All content areas	Teachers	Technology Integration into lessons	Building Administrators, Teachers, and Central Office Administrators		Pitler, Hubbell, Kuhn, Malenoski. <i>Using Technology with Classroom Instruction that Works, 2007.</i>
All content areas	Teachers	Vocabulary Building	Building Administrators, Teachers		Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.
All content areas	New Mentors	Mentoring Workshop	Building Administrators, Teachers, and Central Office Administrators		Huling, L., Resta, V. Teacher Mentoring as Professional Development. ERIC Clearinghouse on Teaching and Teacher Education Washington, DC, 2001.
All content areas	Existing Mentors	Mentoring	Building Administrators, Teachers, and Central Office Administrators		Huling, L., Resta, V. Teacher Mentoring as Professional Development. ERIC Clearinghouse on Teaching and Teacher Education Washington, DC, 2001.
All content areas	Team Teachers in the Inclusion Program	Inclusion: Models of Co-Teaching	Building Administrators, Teachers, and Central Office Administrators		Villa, R., Thousand, J., Nevin, A. A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning. Second Edition. Corwin Press and Council for Exceptional Children, 2008.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All content areas	Teachers	Orton-Gillingham Multi-sensory Overview			Axelrad-Lentz, S. Orton-Gillingham Project: 1997-1999 Program Evaluation Summary Report. Greentree Research and Development Services, August 1998.
Literacy	Teachers	Refresher: Literacy Circles	Building Administrators, Teachers, and Central Office Administrators		Auger, T. Student-Centered Reading: A Review of the Research on Literature Circles. Educators Publishing Service, 2003.
All content Areas	Teachers	College Coursework and Workshops selected by Teachers based on their Professional Improvement Plan	Building Administrators, Teachers, and Central Office Administrators		Diaz-Maggioli. Teacher-Centered Professional Development: Alexandria, Virginia: Association for Supervision on Curriculum Development, 2004.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the school wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The school administration team consisting of the principal, Vice-Principal and Instructional leader will be responsible for evaluating the implementation of the school-wide program. In addition, the Superintendent and district-wide content-area and program supervisors will also help evaluate the implementation of the school-wide program.

2. What barriers or challenges does the school anticipate during the implementation process?

As in the past year, some of the barriers and challenges that the school anticipates during the implementation of the school-wide plan are the newness of some initiatives and the lack of knowledge about how to implement them. Fortunately adequate professional development time and opportunities have been built into the school calendar to address these areas.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will obtain the necessary buy-in from the staff by providing rationales and criteria about the initiatives in a way that makes sense to them. They will be provided adequate professional development and time to learn and to implement the new and relatively new initiatives. Staff will have access to assessment data to find out the results of the implementation of the initiatives. It is expected that the efforts spent to the initiatives will result in student improved performance. These expected positive findings are the ultimate evidence to obtain buy-in from stakeholders.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The school will use surveys and evaluation forms at the conclusion of staff development sessions to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The school will use survey results and evaluation forms during all parental/community activities to gauge the perception of the community.

6. How will the school structure interventions?

The school will structure interventions at various levels to address the needs of students at risk. There will be tutoring sessions, before and after school programs, Saturday school and multiple evening programs. There are criteria to identify students who will be serviced by all these interventions. Interventions will be structured based on students' need determined by data assessment and resources available. Interventions will be designed following the Response to Intervention Pyramid. The majority of students will receive instruction and intervention in general in a whole class / whole group setting. As the students' needs are identified, the intervention method will move towards smaller group settings, until, based on the individual student's need, he/she would receive one-on-one instruction. At the end of certain intervals, students will be re-assessed in order to revise the interventions.

7. How frequently will students receive instructional interventions?

Students will receive instructional interventions on a daily basis. In some particular cases, students will receive extra additional intervention two / three times a week. The frequency of interventions is based on student's needs. In addition they will receive intervention on Saturday mornings and several nights during the year.

8. What resources/technologies will the school use to support the school wide program?

The school will use all the resources available to the school, both in man-power terms and in technological terms to support the school-wide program. Multiple technologies were utilized to support the program. Teachers will use Smartboards, document cameras, iPods, iPads, laptops, projectors, digital cameras, classroom sound amplifying systems, translating devices, the Internet and a school-home messaging device. Students will use these technologies on a daily basis in an interactive manner to enhance and facilitate learning. Infinite Camus and the Parent Portal will provide parents with immediate access to student information (grades, homework, attendance, etc.).

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The school will use multiple quantitative data sources to measure the effectiveness of each intervention provided. Some of them include: intervention logs by support staff and teachers who work with students daily in and out of the classroom, all assessment data, both by individuals, classrooms, grade levels and school wide.

10. How will the school disseminate the results of the school wide program evaluation to its stakeholder groups?

- District and school website
- Parent portal for infinite campus
- Notices sent home
- Local newspaper
- Parent meetings
- Letters / reports sent home
- Dialogues and discussions at:
 - Parent / teacher conferences
 - Back to school night
 - PTO meetings
 - Board of education meetings

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Family Literacy Workshops Curriculum Workshops Saturday Morning Family School Family Math Workshops STEM Family Workshops Curriculum Workshops Saturday Morning Family School	School Administration, staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<i>Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999.</i> <i>Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.</i> <i>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</i> <i>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</i> <i>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Language Arts literacy Mathemat ics	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Kindergarten Academy	School Administration, staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p>
All content Areas	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Family Science	School Administration, staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

					<p>Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p>
Language Arts literacy	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Career Day	School Administration, Guidance	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

All content Areas	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Family Fitness	School Administration, staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p>
All content Areas	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs	Language Assistance for Parents: Translator	School Administration, staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

					<p>Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i>, 2002.</p>
All content Areas	K – 4 Students, Students with Disabilities, Homeless, Migrant, ELLs and Parents	Saturday Morning Family School	School Administration, Staff and teachers	At least 70% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations	<p>Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks</i>, 1999.</p> <p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study,</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

					2009. Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i> , 2002.
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**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Our comprehensive parent involvement plan and program design includes opportunities for parents and families to participate in standards based programs such as Family Math, Kindergarten Academy for Parents, STEM Family Workshops, Family Literacy Workshops, Grades K-4 Curriculum Review Workshops for Parents and the Saturday Morning Family/ESL program that provides academic, social and enrichment courses and activities for students and members of their family for 30 Saturdays during the school year. Throughout the year, parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in that area, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's social worker, guidance counselor and home school liaison provide these activities, and often collaborate with agencies and support services in the community for these presentations and family outreach.

The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical and educational needs and we hope to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students, providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with aid specific to their needs.

The School has one guidance counselor who provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal and social development. The counselor works with the principal, teachers, nurses, social worker and community agencies to assess student needs and develop a plan of action to help individual students.

The home school liaison collaborates with the PTO, Home School Committee, School Leadership Cabinet and staff to coordinate and provide workshops for the parents. The home school liaison encourages the parents to become active members of the school community, serve as members on school committees, and address the academic needs of their children by attending the various workshops seminars and programs designed to increase student achievement.

Parents are also encouraged to attend other activities, which provide the parents the opportunity to come to school and participate in social and enrichment activities with their children. Some of these activities are: Family Game Night, Harvest Festival, Family Literacy Pajama Night and Family Movie Nights. There are academic components to all of our family events, and opportunities for parents to enhance their knowledge about the school environment are apparent in each activity. A Parent Library is available where parents can take out books with their children

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

after school, or spend quiet time reading or assisting them with their homework. The Parent Library is open every day after school from 3:00-4:00 and once weekly during the summer.

Parents are also encouraged to attend special yearly events such as Back to School Night, American Education Week Visits, Parent-Student Luncheons, and the annual Science Fair. To increase students' academic achievement we offer our parents workshops both during the day and evening on strategies that they can use at home to help their children. Some of these were on testing skills and strategies that the parents can use at home to help their children on the state and district assessments. Our comprehensive parental involvement program design addresses the National Standards for Parental Involvement.

The nurses will play a vital role in assisting our families by finding organizations that meet their health care needs. The nurses access the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. The nurses also promote good health awareness through various programs such as parent education, nutrition and summer safety activities. One particular program that has been instituted as a response to the national crisis concerning children and obesity is the Kid Fit Program. Kid Fit is a program that helps our students make the connection between physical activity and weight management. The staff also offers guidance on the selection of healthier foods. In addition, parents are working with the staff to improve the nutritional value of the school lunches. Family workshops have also taken place to address our student population that suffers from asthma.

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of a school notices, which are distributed in English and Spanish, The School Messenger out-calling system, district and school websites, emails, Channel 34/PATV, and correspondence that are distributed in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences (official and unofficial). Infinite Campus Parent and Student Portal is available allowing parents/guardians immediate online access to student information such as grades, attendance, school calendar, test scores, and school notices. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents are part of the School Leadership Cabinet, Home School Relations Committee and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the written parent involvement policy.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

3. How will the school distribute its written parent involvement policy?

- Back to School Night
- Parent/Teacher Conferences
- Notices sent home
- District and school website
- Parent meetings
- School website

4. How will the school engage parents in the development of the school-parent compact?

Parents are part of the School Leadership Cabinet, Home School Relations Committee and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the school-parent compact.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents receive the school-parent compact through the student information/forms packet they receive from their homeroom teacher on Back to School Night. The parent compact and parent involvement policy are distributed and reviewed with the parents. The home school liaison ascertains that all parents have received and signed the agreement. Newly enrolled students/parents receive the compact throughout the year.

6. How will the school report its student achievement data to families and the community?

- School Messenger – out calling system
- Notices sent home
- District and school website
- NJDOE website
- Local newspaper
- Parent meetings
- Letters/Score reports sent home
- Dialogues and discussions at:
 - Parent Teacher Conferences
 - Back to School Night
 - PTO meetings
 - Board of Education meetings

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

When the New Jersey Department of Education sends an official notification of the district's status in meeting the Annual Measurable Achievement Objectives (AMAOs) for Title III, we comply with the requirement to inform parents by writing a letter, signed by the Superintendent of Schools, to all parents of students.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- Notices sent home
- District and school website
- NJDOE website
- Local newspaper)
- Parent meetings
- Letters/Score reports sent home
- Parent Conferences
- Report Cards Campus Parent & Student Portal
- Calendars
- New Jersey State Report Card

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are part of the School Leadership Cabinet, Home School Relations Committee and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the Unified Plan.

10. How will the school inform families about the academic achievement of their child/children?

- Standardized Scores reports provided by the scoring company are sent home.
- Parent / Teacher Conferences

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- Report Cards
- Tests are sent home to parents by teachers for parent signatures
- Test scores posted on Infinite Campus Parent & Student Portal

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Parents as Partners in Literacy Workshops
- STEM Family Workshops
- Summer Reading Parent Workshop
- Parent /Student Luncheon

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	76	Retention of HQ teachers is encouraged with tuition reimbursement (as negotiated), intense staff development and very open communications between administration and staff. The negotiated salary structure rewards paraprofessionals for continuing their education and encourages paraprofessional to become fully HQ certified teachers Some of the strategies to help with the retention of our newly hired highly qualified staff are: Orientation for all new teachers and staff, New Staff Institute – 3 days, required reading course for all first year teachers and a mentoring program to support novice teachers in the performance of their duties and in attaining their teaching objectives. The Perth Amboy Public Schools District also offers on-site graduate classes and staff development, collaboration between AFT, Cohort - National Board Certification, Project Tell – Kean University to help teach English Language Learners techniques and training for SLC committees on how to go through the interview, selection, and hiring process for the best-qualified staff. We also recognize our highly qualified teachers through the NJ Governor's Teacher and Teacher of the Year Awards.
	96.45%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	2.80	
	3.55%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	21	Instructional Paraprofessionals are provided with college tuition reimbursement, preparation classes for ParaPro exams. The negotiated salary structure rewards paraprofessionals for continuing their education and encourages paraprofessional to become fully HQ certified teachers.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Perth Amboy District currently employs a full time Human Resources Manager for the purpose of recruiting and retaining high-quality teachers. Some of the strategies used to attract highly qualified staff are: A formal recruiting program that includes on-campus college recruiting, college partnerships (i.e. Transition to Teaching, Pathways to Teaching), Internet recruiting (i.e. www.NJHIRE.com , which is run by the NJDOE, www.NJSCHOOLSJOBS.com , the district website www.paps.net and the use of local cable access PATV Station #34), and more traditional media such as brochures, and newspapers.	Superintendent Human Resources Manager Administrators